

MRS. SPIELMANN'S 2ND GRADE			
Lesson Plans for Week of March 9–13,2015			
	DOL,Flag, Attendance	Specials	Guided Reading
	8:30-8:45	8:45-9:45	10:00-11:30
M	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: <b>At the Library;</b>
N	<b>Spelling: Vowel Variant oo, ou</b>		<b>A Chat with the Principal</b>
D	Challenge words in dict. Sentence		Students will review information
A	<b>Phonics Charts-#38-39 titled:</b>		on KWL; finish a story map;
Y	<b>Home; A Young Farmer of Leeds</b>		Genre study & Guided Rdg. Group
	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<b>Oral Language/ News Book</b>		<b>Someone, Listen to Reading, Word</b>
	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	<b>Self- Discipline</b>		<b>CAFE Components</b>
	8:30-8:45	8:45-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: <b>At the Museum;</b>
E	<b>Spelling:Vowel Variant oo, ou</b>		<b>My Community</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<b>Phonics Chart - #38-39 Titled:</b>		characters; settings, sequence
A	<b>Home; A Young Farmer of Leeds</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	<b>Character Education word:</b>		<b>Someone, Listen to Reading, Word</b>
	<b>Self- Discipline</b>		<b>Works, Work on Writing, CAFE Comp.</b>
	8:30-8:45	8:45-9:45	10:00-11:30
W	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>Town Hall; A Time for Patience</b>
D	<b>Spelling: Vowel Variant oo, ou</b>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
E	<b>Phonics Chart -#38-39 Titled:</b>		Describe how setting is
S	<b>Home; A Young Farmer of Leeds</b>		conveyed & similarities. <b>Daily 5: Read</b>
D	<b>Flash Card Drill of Sight Words</b>		<b>to Self;Read to Someone,Listen</b>
A	<b>Character Education word:</b>		<b>to Reading, Word Works, Work</b>
Y	<b>Self- Discipline</b>		<b>on Writing. CAFE Components</b>
	8:30-8:45	8:40-9:45	10:00-11:30
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/ Counseling	<b>Have You Seen Grandma's Panpipe?</b>
U	<b>Spelling- Vowel Variant oo, ou</b>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<b>Phonics Chart #38-39 Titled:</b>		the author's message of the story.
D	<b>Home; A Young Farmer of Leeds</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	<b>Self- Discipline</b>		<b>CAFE Components</b>
	8:30–8:45	8:40-9:45	10:00-11:30
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Just Like the Moon; Wishing Starfruit</b>
R	<b>Spelling: vowel Variant oo, ou</b>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in
D	<b>Phonics Chart -#38-39 Titled:</b>		complete, coherent sentences.
A	<b>Home; A Young Farmer of Leeds</b>		<b>Daily 5: Read to Self, Read to</b>
Y	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
	<b>Character Education word:</b>		<b>Works, Work on Writing,</b>
	<b>Self- Discipline</b>		<b>CAFE Components</b>
<b>CURRICULUM OBJECTIVES:</b>			
<b>Math Objective:</b> Students will learn how to use graphs and tables and pro			
<b>Shared Reading Objective:</b> ; Use appropriate listening skills, as well as identify complex and irregularly :			
<b>Spelling Objectives -</b> Vowel Variant oo, ou			
<b>Oral Language Objective:</b> Practice Speaking and listening skills.			
<b>Science Objective:</b> Students will unde stand about changes on earth.			

	<b>SuccessMaker Objective:</b> Use targeted practice and interventions on the computer in reading and math for each stu	
	<b>Guided Reading Objective:</b> Find author's message in a story; describe how setting is conveyed; review KWL chart	
	<b>Explicit Oral Language Objective:</b> Oral reading and discussion using poetry books and News Books	
	<b>Weekly Reader Objective:</b> students learning about earth changes	
	<b>Social Studies -</b> Students will learn at about traditions from other countries for the holidays.	
	<b>STATE STANDARDS:</b>	
	<b>Reading Standards: Indicator 1-</b> Students can recognize & analyze words; Indicator 2: Students can compreh	
	<b>Writing Standards: Indicator 1:</b> Students can apply the writing process to compose text.	
	<b>Listening and Viewing Standards: Indicator 1:</b> Students are able to use various listening & viewing strategies in soc	
	<b>Math Standards: Indicator 1:</b> Use procedures to transform algebraic expressions.	
	<b>Science Standards: Indicator 1:</b> Understand the nature and origin of scientific knowledge.	
	<b>Social Studies Standards: Indicator 1:</b> Analyze U.S. historical eras to determine connections & cause/effect relation	
	<b>Technology Standards: Indicator 1:</b> Students recognize & demonstrate skills in operating technological systems.	
	<b>COMMON CORE STANDARDS:</b>	
	<b>Language Arts:</b> Ask who, what, where, when, why, and how questions for understanding; dis	
	<b>Mathematics:</b> Extend understanding of base ten system; understanding models of addition	
	<b>Reading</b> Ask who, what, where, when, why, and how questions for understanding; dis	
	<b>Writing</b> Write opinion pieces in which they introduce the topic or book they are writir	
	<b>Speaking and Listening</b> Participate in collaborative conversations with diverse partners and 2nd grac	
	<b>Language Arts</b> Participate in collaborative conversations with diverse partners and 2nd grac	
	<b>Math</b> Make sense of problems and work on tables and graphs and daily reasoning	
	<b>Technology Standards</b> Select from several teacher-directed internet sites to locate information	
	<b>Social Studies -</b> Analyze US historical eras to determine connections and cause and effect	
	<b>Science Standards</b> Make a timeline to indicate the life cycle of an insect. Use scientific thinking	

<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>MobyMax (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:35	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral			Self-paced	Unit 4. Students will be	
Language			interactive	learning about graphs, tables,	
on various			courseware	daily reasoning, & mental math	
current			in content	Students will solve	
topics .			areas	problems with words	
Read Aloud			of reading	Problem of the Day	
Poems with			and math	Mad Minute Tests; CGI Problems	
Skill Building			in the computer lab.	Flash card drill of addition facts	
Lessons.				Students will use algebra	
				concepts to solve equations.	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>MobyMax (Math)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Pg68-70			Self-paced	Unit 4 Students will be	
Students will be			interactive	working on patterns.	
working on			courseware	Practice Enrichment:Promethean	
vertical &			in content	reteach and practice.	
horizontal lines.			areas	Problem of the Day. Mad	
			of reading	Minute Tests. Flash card drill	
Read Aloud			and math	addition fact. Students will solve	
Poems			in the computer lab.	everyday problems in math.	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral			Self-paced	Unit 7 Students will be	
Language			interactive	doing parts of a whole	
on various			courseware	reteach with practice.	
current			in content	and problem solving. Pro	
topics. Read			areas	of the Day. Mad Minute Te	
Aloud Poems			of reading	Flash card drill of addi. Fa	
With Skill			and math	Students will understand	
Bldg. Lessons			in the computer lab.	place value. CGI Problems	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Math)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Pages 72-74			Self-paced	Unit 7 Students will be	
Students will be			interactive	working with parts of group	
writing with			courseware	problem solving & daily re	
upper & lower			in content	Enrichment. Promethean	
case letters.			areas	Problem of the Day.	
Read			of reading	Mad Minute Tests. CGI Problems	
Aloud Poems			and math	Flash card drill of add. fac	
with Skill Bldg.			in the computer lab.	using problem solving skills	
<b>Handwriting</b>	<b>Recess</b>	<b>Lunch</b>	<b>Moby Max (Reading)</b>	<b>Math</b>	<b>Recess</b>
11:30-11:40	11:35-11:50	12:05-12:35	12:55-1:15	1:15-2:00	2:00-2:15
Explicit Oral			Self-paced	Unit 7. Students will be	
Language			interactive	working on parts of whole	
on various			courseware	Students will be	
current			in content	Pract. & Enric. 15.5 Promethean	
topics.			areas	problem solving. CGI pro	
Read Aloud			of reading	Problem of the Day. Mad	
Poems with			and math	Minute Tests. Flash card drill	
Skill Building			in the computer lab.	Students will be able to write	

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<b><u>Creat.Writ.</u></b>	<b><u>RTI</u></b>	<b><u>Science/S.Studies</u></b>
<b>2:15-2:30</b>	<b>2:30-3:00</b>	<b><u>Weekly Reader/JA</u></b>
Students		3:00-3:25
will be	Reader's Theater	Science - Pg. D1-D10
composing		Students will be
various		learning about
writing		our Solar System.
assignments		
that are		<b><u>Weekly Reader-</u></b>
Common		We will be learning about
Core		spring
aligned.		<b><u><a href="#">Dismiss - 3:30</a></u></b>
<b><u>Creat.Writ.</u></b>	<b><u>RTI</u></b>	<b><u>Social Studies - Pg 66-69</u></b>
<b>Students</b>	<b>2:30-3:00</b>	<b>3:00-3:25</b>
will be	Story Sparkers	Students will learn
composing	and 2B iPads	about transportation
various		and communication
stories to		with other countries.
enhance		
the import.		
of learning		
writing		<b><u><a href="#">Dismiss - 3:30</a></u></b>
<b><u>Creat.Writ.</u></b>	<b><u>RTI</u></b>	<b><u>Weekly Reader- 3:00-3:25</u></b>
<b>Students</b>	<b>2:30-3:00</b>	
will be	Dictionary and	Students will learn about
composing	Thesaurus Hunt	safety signs and
various		how we use them.
stories to		Use Promethean Board
enhance		for learning about
the import.		different governments and
of learning		interactive flip charts.
writing		<b><u><a href="#">Dismiss - 3:30</a></u></b>
<b><u>Creat.Writ.</u></b>	<b><u>RTI</u></b>	<b><u>Weekly Reader - 3:00-3:25</u></b>
<b>Students</b>	<b>2:30-3:00</b>	Students will be learning
will be	Fluency and	erosion and rock
composing	Comprehension	change and how the
various		earth changes.
stories to		
enhance		We will find various
the import.		traditions on the
of learning		Promethean Board
writing		<b><u><a href="#">Dismiss - 3:30</a></u></b>
<b><u>Creat.Writ.</u></b>	<b><u>RTI</u></b>	<b><u>Weekly Reader-3:00-3:25</u></b>
<b>Students</b>	<b>2:30-3:00</b>	Students will be learning
will be	Glossary Hunt	about the heroes in our
composing		lives and why important
various		Students will work
stories to		in groups to work together.
enhance		The students will
the import.		then share their findings
of learning		to the class.
writing		<b><u><a href="#">Dismiss - 3:30</a></u></b>

